DOCUMENT RESUME

ED 122 080 95 CE 006 992

AUTHOR Mincemoyer, Betty Jane
TITLE Home Health Management Aide. Final Report.
INSTITUTION Mifflinburg Area School District, Pa.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
REPORT NO VT-102-735
PUB DATE 31 Jul 75
NOTE 29p.; Prepared at Mifflinburg High School

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS *Academically Handicapped; Course Descriptions; Demonstration Projects; *Grade 12; *Health Occupations Education; Home Economics Education; *Home Health Aides; Home Management; *Program Descriptions; Program Effectiveness; Program Evaluation; Resource Materials; Secondary Education; Senior High Schools; Work Attitudes

ABSTRACT

The report describes a demonstration project to provide a course of study at the senior high level in home health management for the academically handicapped. The course consisted of practice in nursing skills, home management and laboratory work in food preparation techniques, the family, and child care. Activities included field trips, demonstrations, discussion groups, and audiovisual activities. Although no formal evaluation was made, course effectiveness was measured by postsecondary education aspirations, increase in self-concept and work attitudes, examinations, dropout rate, behavior change, and employers' comments. Supplementary materials include a student profile, family information and parent questionnaires, course outline, sample lesson and quiz, and teacher rating form. An eight-page bibliography of instructional resources completes the document. (NJ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED122080

FINAL REPORT

"HOME HEALTH MANAGEMENT AIDE"

PROJECT NO. 19-4017

BETTY JANE MINCEMOYER

MIFFLINBURG HIGH SCHOOL

MIFFLINBURG, PA.

JULY 31, 1975

PENNSYLVANIA DEPARTMENT OF EDUCATION

BUREAU OF VOCATIONAL EDUCATION

RESEARCH COORDINATING UNIT

CE008922

VT 102 735

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ACKNOWLEDGMENTS

Special appreciation is afforded to: Mrs. Mary Myers, and Mrs. Barbara Kauffman, Regional Consultants, State Department of Education; Miss Louise Harding and Miss Carolyn Kratz, Program Specialist, Department of Education, for their support and encouragement in carrying out this project.

To the Mifflinburg Area School Board, Mr. Earl Young, 1974-75 Superintendent, and Mr. Ray Dutrow for their support and help in facilitating the project.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	i
INTRODUCTION	
THE PROBLEM	1
OBJECTIVES OF THE STUDY	1
FINDING AND ANALYSIS	2
CONCLUSIONS AND RECOMMENDATIONS	5
SUPPLEMENTARY MATERIALS	
STUDENT PROFILE	7
ABOUT YOU AND YOUR FAMILY	8
WOULD I MAKE A GOOD PARENT?	10
BROAD OUTLINE	12
SAMPLE LESSON	13
EVALUATION TOOLS	
SAMPLE QUIZ	15
TEACHER'S RATING	16
HOW DO YOU FEEL NOW?	17
BIBLIOGRAPHY	18

THE PROBLEM

Goals of education are two-fold: To meet the needs of the individuals whom it serves and to meet the needs of the society in which the individual must live. The academically talented have the opportunity to be well prepared to fill the responsible positions society rightly expects of them, but this isn't enough. The less academically talented must have a chance at the kind of education which will assure society a work force for jobs which only they are available to do. The jobs are no less needing to be done, no less worthwhile than those requiring more rigorous studies. With these goals in mind and the need felt by the community, a project was developed to demonstrate that a course of study could be instituted in a comprehensive high school.

OBJECTIVES OF THE STUDY

The program's specific goals were to:

1. Provide opportunities to acquire skills, and to gain experience in the appreciation of the world of work.

2. Learn at an early age the dignity of labor and the pride of workmanship, of special significance to the academically less talented.

3. Obtain work experience in realistic up-to-date settings.

4. Interest students in caring for the sick and handicapped, in institutions, in private homes or as the needs of family should occur.

5. Explore the opportunities of a health career.

FINDINGS AND ANALYSIS

The fourteen class members, who were seventeen to twenty years old, and all twelfth graders, had a widely varying background of secondary home economics courses. Six of the girls had none, four girls had one year, and the remaining four had been enrolled for two years.

Criteria most used in placing students in the course were: Student's request, recommendation of counselor, level of achievement and personality characteristics, such as lack of motivation.

Although the students were considered to be in good or excellent health, four of them were found to be handicapped by reading disability, two years below grade level, and several others read very poorly. Eight were handicapped by serious emotional problems as identified by psychologists. Many of them suffered from apathy and were difficult to motivate to any activity.

During the first semester, four of the class were motivated enough to a health career to seek application for further education. Two have been accepted in a nurses' aide

program, one was unable to meet the entrance requirements and the fourth is still in the process.

Seven girls, during the year, held jobs, four of these in related classroom work; of the latter group, two failed to continue their employment for any length of time. Two of the students spent weekends taking care of a severely handicapped, via an accident, homebound former teacher, and another student covered for several emergency situations among the faculty. Several of the students had undesirable personal traits that kept them from receiving job opportunities.

Supervised work experience was initially planned as part of the course and several nursing homes were contacted as possible training stations; however, due to the deteriorating attitude and undesirable behavior of the class on prior visits, the outside work experiences as a facet of the course were abandoned.

Practice in nursing skills was part of the students' classroom work. The nursing laboratory work was hampered by the lack of equipment, which arrived just short of the close of the first semester. During this time, the program included other phases of the curriculum plan, such as home management and laboratory work in food preparation techniques, the family, child care, the creative you. Extra activities included assisting in a weekly school program and several months as Senior Citizens' assistants.

Visits to nursing homes and the hospital did occur.

Near the close of school, calls were made to surrounding nursing homes seeking employment opportunities. During the year, the employment picture had changed greatly. The employer now had a list of persons from which to make a selection for a single opening. The following is a list of present employment:

A. Teacher's Aide, Laurelton State School, employed by CSIU, to work with small children.

B. Married, did not seek employment.

C. Teacher's Aide, Laurelton State School, employed by CSIU, to work with small children.

D. Travel, dairy store, weekend employment.

E. Travel, dairy store, weekend employment.

F. Nursing aide, fall, two-year program, community child care.

G. Not employed.

H. Clerk, grocery stor.

I. Sub Shop.

J. Zenith - assembly line.

K. Not employed.

L. Sub shop, desires to continue education.

M. Seeks hospital employment.

N. Garment factory.

Four of the above expressed a strong desire to work with children. Three would like hospital employment if openings should occur in the fall.

The teacher's time was spent planning for a variety of

class experiences: Field trips, laboratory practice, demonstrations, audio-visual activities, discussion groups, resource persons essential for motivating and maintaining the interest of the involved students. The excellent supply of audio-visuals received from the Intermediate Unit, greatly enhanced the course. Other films were obtained through the program, the department, local health organizations, industry and a few rental films.

CONCLUSIONS AND RECOMMENDATIONS

Course effectiveness was measured by an index of success:

A. Willingness to have uniforms, but failure to wear them to cafeteria or another class.

B. Post-secondary education desires.

C. Increase in self-concept and attitude toward working with others.

D. Oral and written examinations.

E. Behavioral change.

F. Drop-out rate.

G. Reaction of parents and community.

H. Employers' comments and observations.

No formal evaluation instruments were used.

Students were asked, at end-of-year interviews, which features of the course were most helpful and to make suggestions for improving the course. The girls liked best to

practice food skills, and wanted most to practice nursing skills in a realistic situation in a hospital, nursing home, maybe. Working in the pre-school and later the nursery school program was exciting for half of the students. The Senior Citizen program was the most enlightening. Informal discussion was listed among the most helpful features. Other helpful features were orientation to work, leads to jobs, opportunity to make friends and learn to work with others, and help with personal problems. Other suggestions for improvement included more practice in foods and work experience earlier in the school year.

The teacher would like to make recommendations also:

A. Sharing a room with another class was most difficult.

B. Many academically talented would appreciate such an opportunity. One period a day has been the request.

C. Have strong feeling for the course to be taught on the eleventh grade level. Those students who elect to seek employment during their senior year would have basic training so needed by these persons.

D. Need to recognize that not all class students are motivated or will become motivated to nursing; so our goals must be flexible.

E. Highly recommend the nursing skills and the work experience be taught by a professional nurse who is thinking only nursing. Role changing is difficult in a fast-moving day.

STUDENT PROFILE

Student	Rank in Class	I.Q.
A	158	90
B	154	99
C	147	110
D	123	117
E	100	124
F	116	97
G	--	66
H	143	95
I	141	78
J	148	96
K	40	112
L	54	94
M	86	94
N	45	115

1974-75 Class - Total number graduating - 171

ABOUT YOU AND YOUR FAMILY

Name_____ Age _____

Address _____ _____ Phone_____
Street City

Grade in school_____ School attended last year_____

Father's name_____ Occupation_____

Mother's name_____ Occupation_____

Brothers' and sisters' names	Ages	Living at home (Yes or no)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Does anyone else live at your home?_____ Who?_____

Are you a member of Future Homemakers of America?_____

Degree?_____

To what other school organizations do you belong?_____

_____

Are you a member of any out-of-school organizations? _____

What work do you do regularly to help at home during the school year?_____ _____

_____

_____

Do you share a room or have your own room at home?_____

Do you have a job to earn some of your own money?_____

Kind of work?_____

Who is your employer?_____

How many hours a week?_____

What are your favorite kinds of recreation?_____

_____

Do you have a hobby?_____ What is it?_____

What kinds of fun does your family enjoy most when you get together?_____

_____

The following list of questions has been prepared to help you understand the problems of parenthood. There are no right or wrong answers. Indicate your answer to each question by drawing a circle around the "yes", the "no", or the "?". Use the question mark only when you are certain that you cannot answer "yes" or "no".

Yes	No	?	1.	Do you like to work or play with small children?
Yes	No	?	2.	Do you like to read or tell stories to children?
Yes	No	?	3.	Do you ordinarily feel concerned when you see a child crying?
Yes	No	?	4.	Do you sometimes answer a small child's questions in a teasing way?
Yes	No	?	5.	If you had children would you have a strong preference for a boy or girl?
Yes	No	?	6.	If you had a child, do you know what vocation you would want him to follow when he grew up?
Yes	No	?	7.	Can you mention any particular skills or abilities which will be helpful to you in working with children?
Yes	No	?	8.	Do you ever have the feeling that children will interfere with your plans or happiness in marriage?
Yes	No	?	9.	As a result of your childhood, have you some things you are resolved to do, or not do, as a parent?
Yes	No	?	10.	Do you believe quite strongly in the maxim, "Spare the rod and spoil the child"?
Yes	No	?	11.	Do you think the mother has a greater responsibility than the father in the rearing of children?
Yes	No	?	12.	Would you feel humiliated and embarrassed if your 7-year-old offspring had been found to have taken some money?

Yes No ? 13. Would you feel embarrassed to have it known among your friends that you had been acting as a baby sitter?

Yes No ? 14. Do children get on your nerves?

Yes No ? 15. Do you expect a small child to learn to obey immediately?

Home Health-Management Assistant — 11 hrs. 25 min./weekly, 405 hrs./year

A. Introduction — 20 hours

1. Career orientation
2. Interpersonal relations
3. Communications
4. Personal hygiene

B. Personal Patient Care Skills — 180 hours

1. The Patient Unit
2. Bathing the patient
3. Supportive measures
4. Special needs
5. Adaptations for home care
6. Infant and child care
7. Geriatic care
8. Terminal illness
9. First aid
10. Clinical experience

C. The Family — 48 hours

1. The family unit
2. Family in crisis

D. Home Management — 10 hours

1. Principles of home management
2. Management of living areas

E. Food Management — 96 hours

1. Significance of food
2. Nutritional needs
3. Acquisition of food
4. Preparation and serving of food

F. Child Care — 24 hours

1. Growth and development
2. Supervision of activities
3. Role of parent substitute

G. Creative Self for a Better You — 24 hours

1. Using leisure time wisely
2. Teachable skill

Objectives: To recognize the problems in skin care of the bedridden.

To understand the causes and prevention of pressure sores.

To gain knowledge in the treatment of pressure sores.

GENERALIZATIONS	EXPERIENCES - ACTIVITIES
The most important aspect in the treatment of pressure sores is prevention.	Through discussion develop the important aspects of prevention.
Pressure sores can occur if the body weight and nutrition are not kept up, if the body position is not changed frequently, if the back of the bedridden patient is not rubbed several times during the day, if the bed is not kept dry, clean and wrinkle free.	List areas of the body where you might first notice pressure sores.
An aid to prevention of sores is a basic knowledge of the skin and its function.	
The skin is a membrane covering the entire body and is made of two layers.	Observe your skin through a magnifying glass.
The skin protects the body against injury, relays messages of sensations to the brain, aids in excreting waste products from the body, and regulates body heat.	Draw a cross section of the skin (See diagram in book). Review the functions of the skin.
The skin requires daily bathing to remove dust, dirt, dry cells and dry waste matter of perspiration.	Decide upon proper care of the skin.
Pressure sores are ulcerated areas of tissue caused by prolonged pressure on an area.	Observe patients with pressure sores. Note their build, their present illness, time spent being bedridden.

The symptoms of pressure sores are redness, heat, tenderness, and pain.

Prevention is the best treatment. Relief can be brought by devices, changing position, or by treatment with medication.

Describe the pressure sore you observed.

View devices used in hospitals to relieve pressure.

Make cotton doughnuts and other devices for home use.

1. In the hospital, the drinking glasses as ordinarily filled for a patient hold about 200 cc. If the patient drinks one-half glass of fruit juice and three-fourths glass of milk, he has taken about (Circle correct answer)
   A. 150 cc. C. 250 cc.
   B. 200 cc. D. 300 cc.

2. What does intake include?

3. One of the reasons for giving an enema is (Circle correct answer)
   A. To aid the patient's digestion
   B. To introduce medicine for therapeutic purposes
   C. To calm the patient's nerves
   D. To diagnose the patient's illness

4. In giving an enema to an adult, the tube should be inserted (Circle correct answer)
   A. 1-3/4 inches
   B. 5 inches
   C. 2 inches
   D. 3 inches

5. What two types of patients are most likely to develop pressure sores?

6. What are the warning signals that a pressure sore is about to develop?

7. If an ace bandage is wrapped too tightly, what symptoms may develop? List three.

8. A foley catheter has been removed from a patient. What then happens to the catheter?

9. What precautions are taken when placing a patient in the wheelchair?

10. Why the need for daily bathing?

_____
Name

TEACHER'S RATING FOR VOCATIONAL STUDENTS

Student _____ Date _____

Training Station _____ Rated by _____

DIRECTIONS: Please circle one of the numbers (from 1 through 10) opposite each of the five factors in the lefthand column which you think nearest indicates the student's rating for the past six-week school period.

FACTORS	UNSATISFACTORY		BELOW AVERAGE		AVERAGE		ABOVE AVERAGE		EXCELLENT	
PROGRESS	1	2	3	4	5	6	7	8	9	10
Has he advanced in skill and knowledge during the past 6 weeks?	Has made almost no progress.		Has progressed in only a few phases of this training.		Has made average progress in his training.		Has advanced beyond expectations.		Exceptional progress made in skills and knowledge.	
INITIATIVE	1	2	3	4	5	6	7	8	9	10
Can he originate and carry through on ideas?	Has to be told everything to do		Seldom goes ahead on his own.		Goes ahead on routine matters.		Frequently looks for additional work to do.		Always finding jobs that need to be done.	
RELIABILITY	1	2	3	4	5	6	7	8	9	10
Can the student be depended upon in his work?	Can seldom be relied upon.		Frequently fails to come through.		Can be relied upon in most cases.		Only occasionally fails to come through.		Can be relied upon implicitly in all matters.	
WORK ATTITUDE	1	2	3	4	5	6	7	8	9	10
Does he have a good attitude toward his work?	Bored; shows little enthusiasm		Rationalizes his shortcomings and mistakes		Normally enthusiastic about his work		Tries to improve his work in most cases		Is always alert to find ways of improving work	
COOPERATION	1	2	3	4	5	6	7	8	9	10
Does he work well with others?	Always want his own way; is hard-headed.		Hard for others to work with.		Usually congenial and easy to work with.		Works well with his associates.		Cooperates fully in all matters.	

ADDITIONAL REMARKS:

HOW DO YOU FEEL NOW?

THINGS I WANT MORE INFORMATION ON

THINGS I FEEL EXCITED ABOUT

OTHER COMMENTS I WANT TO MAKE

Classroom

Books

Meyer, Edith. Enjoying Food on a Diabetic Diet, Dalphin Books, Doubleday and Co., Garden City, NY.

Caplon, Frank, Theresa. The Power of Play, Anchor Press, Doubleday, Garden City, NY.

Ross, Elisabeth. Questions and Answers on Death and Dying, Callier MacMillan, London, England, 1974.

Shiller, Jack. Childhood Illness, Stein & Day, New York, NY, 1972.

Noble, Eva. Play and the Sick Child, Faber and Faber, London, England, 1967.

Leake, Mary J. A Manuel of Simple Nursing Procedures, W. B. Saunder, Co. Philadelphia, PA.

Jadias, Jane. Personal Care of Patients, W. B. Saunders Co., Philadelphia, PA

Anderson, Maja. A Programed Introduction to Nursing Fundamentals, W. B. Saunders Co., Philadelphia, PA.

Howe, Phyllis. Basic Nutrition in Health and Disease, W. B. Saunders Co., Philadelphia, PA

Lewis, Edith. Contemporary Nursing Series, American Journal of Nursing Co., New York, NY, 1972.

Riehl, C. Luise. Family Nursing, Charles Bennett Co., Peoria, Ill., 1974.

Beveredge, Eliz. Choosing and Using Home Equipment, Iowa State University Press.

Carson, Byrta. How to Plan and Prepare Meals, McGraw-Hill.

Dermarent, R. J., Sciarra, John. Conception, Birth, Contraception, Webster-McGraw-Hill, New York, NY.

Nutrition Service Iowa State. Simplified Diet Manuel, Iowa State University Press, Ames, Iowa, 1969.

Sullivan, Betty. The Blender Way to Better Cooking,

Jones, Charles. Growing Children I, II, Central Susquehanna Intermediate Unit, Lewisburg, PA.

Spock, Benjamin. The Packet Bank of Baby and Child Care, Packet Books, Inc., Rockefeller Center, NY.

Abramson, Seth and Schultz, Dodi. Medical Emergencies, Meredith Corporation, DesMoines, Iowa.

Starr, Mary. Management for Better Living, Health and Co., Lexington, Mass, 1968.

Film and Filmstrips:

Association-Sterling films, Ridgefield, NJ

I am a Doctor

The First Two Weeks of Life

How Are You

Second Chance

Circulation and the Human Body

Red River of Life, Part I

Helping Hands for Julie

New Life for Lisa

Facts about Figures

Changing View of Change of Life

Newborn Women Now and Forever

Parents Magazine Films, Inc. Bargenfield, NJ

Marriage What's All About

The Many Aspects of Love

Common Problems and Opportunities

Looking Ahead and Looking Back

The Economics of Parenthood

The Growing Parent

Children

Family Relationship

Trainex, Garden Grove California

Blook Pressure

Cleaning Enema

Bed Bath

Occupied Bed Making

Temperature, Pulse, Respiration

Feeding the Patient

Lifting and Moving Patient

Personal Care in Long-Term Illness

Care of the Dying Patient

Observation and Charting

Urinary Catheterization

Calactomy Irrigation

Intake and Output

Local Application of Heat and Cold

The Prevention and Treatment of Diabetic

Introduction to Infant Care

What is Diabetes

Diabetic Meal Planning

Introduction to Seizure Desorders

My Heart Attack

Calostomy Care

Patient Safety

Myncardinal Infarction, Nursing Care

Stephen Goes to the Hospital

Cathy Has an Operation

Assisting with a Physical Examination

Care of the Patient in a Cart

Diabetes and Diet

Congestine Heart Failure

Civil Defense, Lewisburg

Emergency Childbirth

Graphic Communications

Jobs in Health Service

Guidance Associates

Career Values, What Really Matters

V.D.: What you should know

Understanding Emotions

Setting Goals

Trouble at Work

How would you Like to Be Old

J. P. Lilley and Son

Infant Care and Development I and II

Susquehanna Intermediate Unit, Lewisburg

Human Reproduction

Money Tree

Methods of Family Planning

First Aid for Wounds

You are What you Eat

Functions of the Body

Balance Your Diet for Health and Appearance

Parent to Child About Sex

Drugs and The Nervous System

First Aid - Artificial Respiration

Biography of the Unborn

Parke-Davis

The Heritage of Operating Room D

American Cancer Society

Breast Self-Examination

Time and Two Women

Jennie

Phamphlets

4-H Health Series, Exploring Health Career, Pennsylvania State University.

American Heart Association, Reduce your Risk of Heart Attack, Smoking and Heart Disease.

Mead Johnson Laboratories, Let's set the Record Straight About Vitamins.

U. S. Department of Health, Education and Welfare Prenatal Care, Infant Care.

Readers' Digest, I am Jane and Jo's

Magazines

"Nursing 75"

Todays Health

American Baby

Other Resources

People:

Practical Nursing, Darlene Humphrey

On Cancer - Eleanor Yarrison

Betsey Brust

CPR - Ralph Ammon

Service Opportunity, Army-Navy Recruiter

Kits:

World of Work, By Anderson, Anton, Cormon, Slater; Kipness, Webster/McGraw-Hill

Tapes:

Are you Listening, J. C. Penney Co., New York, NY.